

**THE INFLUENCE OF USING REDW (READ, EXAMINE, DECIDE, AND
WRITE) STRATEGY TOWARDS STUDENTS' READING
COMPREHENSION AT THE EIGHTH GRADE OF JUNIOR HIGH
SCHOOL BINA MULYA BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2020/2021**

A Thesis

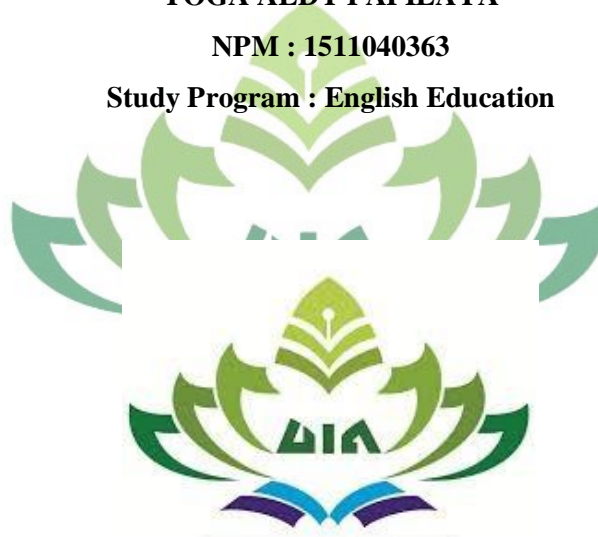
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By :

YOGA ALDY PAPILAYA

NPM : 1511040363

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

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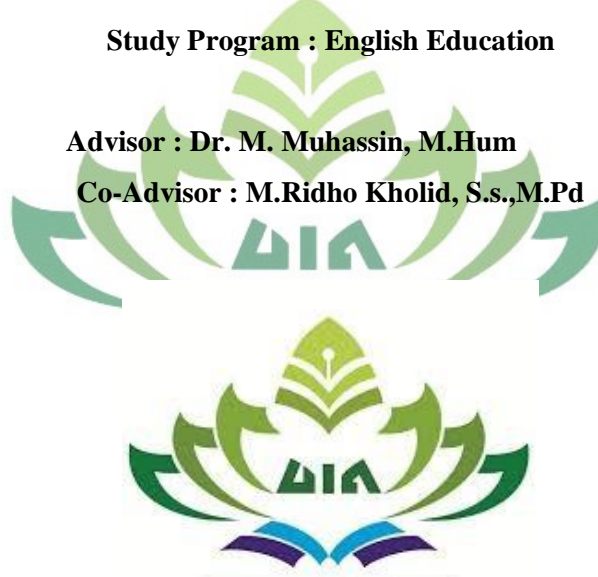
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ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

ABSTRACT

This research was conducted for knowing students reading comprehension on recount text. Students get bored easily and have difficulty understanding english texts because the teacher does not use strategies that are attractive to students. Therefore, this thesis discussed the influence of REDW (Read, Examine, Decide, And Write) strategy in teaching reading. The objective of the research was to know the significant the influence of using Redw (Read, Examine, Decide, and Write) strategy towards students' reading comprehension at the eighth grade of junior high school Bina Mulya Bandar Lampung in the academic year of 2020/2021

In this research, the methodology of the research was quasi experimental design with the treatment held in 4 meetings, 1 x 40 minutes for each. The population of this research was the eight grade student's of junior high school Bina Mulya Bandar Lampung. The sample was taken two classes, VIII A and VIII B which consisted of 70 students. In collecting the data, the researcher used the instruments in multiple-choice items of reading comprehension in recount text. After giving pre-test and post-test, the researcher analyzed the data by using T-test formula.

After doing the hypothesis test, the result of T-test was tobserved (5.364) with tcritical (2.001) for level of significant 0.05. Since tobserved > tcritical so Ha is accepted. It means that there was. influence of using Redw (Read, Examine, Decide, and Write) strategy towards students' reading comprehension at the eighth grade of junior high school Bina Mulya Bandar Lampung in the academic year of 2020/2021

Keyword : REDW (Reading, Examine, Decide, and Write) strategy, Reading Comprehension, Recount Text, Quasy Experimental, The Eighth Grade

DECLARATION

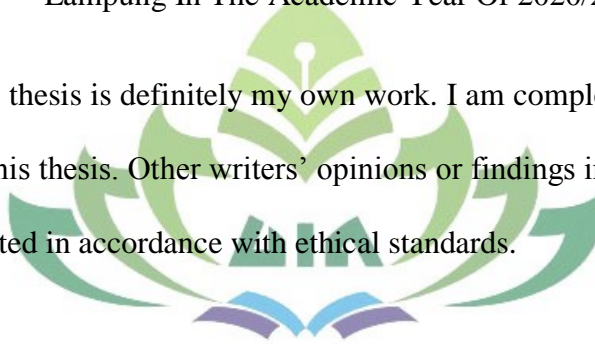
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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.



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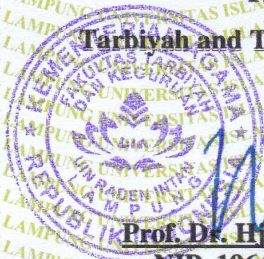
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MOTTO

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ
إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

So high [above all] is Allah, the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge." (Q.S Thoha : 114)

تَعْلَمُوا أَوْ عَلِّمُوا أَوْ تَوَاضَعُوا لِمُعَلِّمِكُمْ وَلِيَلُوا لِمُعَلِّمِكُمْ (رَوَاهُ الطَّبْرَانِيُّ)

"Learn all of you, and teach all of you, and have respect for your teachers, and be kind to those who teach you." (HR. Tabrani).

DEDICATION

I would like to dedicate this thesis for all my beloved

1. My beloved parents, Mr. Mustaqim and Mrs. Lusiana, who have already prayed and supported for my success and advise me all the time.
2. My beloved sister, Nuarica Sherly Palupi who always cares for my study and Anna Zhafira Mustaqim who always supports and motivates me to succeed.
3. My beloved almamater, UIN Raden Intan Bandar Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The researcher's name is Yoga Aldy Papilaya. He was born in Simpang Agung on January 17th 1996. He is the second child of Mr. Mustaqim and Mrs. Lusiana. He has two sisters. He lives on Simpang Agung, Kecamatan Seputih Agung, Kabupaten Lampung Tengah

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Alhamdulillah, thanks Allah the Almighty, for the blessing, merciful and kindness. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to Him, this thesis entitled “The Influence Of Using Redw (Read, Examine, Decide, And Write) Strategy Towards Students’ Reading Comprehension At The Eighth Grade Of Junior High School Bina Mulya Bandar Lampung In The Academic Year Of 2020/2021” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, Islamic University of Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Faculty of Tarbiyah and Teacher Training and him staff, who have given an opportunity and the help for the writer when on going the study until the accomplishment of this thesis.
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7. Hj. Yuliati, S.Pd., M.M. The headmaster of SMP Bina Mulya Bandar Lampung for allowing the writer conducting the research.
8. Zulaimi, S.Pd, English teacher of SMP Bina Mulya Bandar Lampung, for being helpful during the research process and giving suggestion during the research.
9. My beloved partner Yesi Ria Munawaroh, thanks for your support and always teacher me how to keep my spirit.
10. The researcher’s friends of PBI ’15 Class F

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, Agustus 2021

The Researcher

Yoga Aldy Papilaya

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TABLE OF CONTENTS

COVER	
ABSTRAK	i
ADMISSION.....	ii
APPROVAL.....	iii
DECLARATION	ii
MOTTO.....	iii
DEDICATION	iv
CURRICULUM VITAE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLE	xi
CHAPTER I INTRODUCTION	

A. Background Of the Problem.....	1
B. The Identification of the Problem	9
C. The Limitation of the Problem	10
D. The Formulation of the Problem	10
E. The Objectives of the Research.....	10
F. The Uses of the Research.....	10
G. The Scope of the Research.....	10

CHAPTER II THE FRAME OF THEORY, FRAME OF THINKING AND HYPHOTHESIS

A. Frame A Theory	
1. Teaching English as a Foreign Language	11

2. The Concept of Comprehension.....	13
3. The Concept of Reading.....	14
4. The Concept of Reading Comprehension	16
5. The Concept of Teaching Reading.....	20
6. The Concept of REDW (Read, Examine, Decide and Write)...	23
7. Advantage and Disadvantage of REDW strategy	28
8. The Concept of Narrative Text	28
B. Frame Of Thinking.....	31
C. The Hypotheses.....	32

CHAPTER III RESEARCH METHODOLOGY

A. The Research Design.....	33
B. The Variable of the Research.....	34
C. The Operational Definition of Variable	35
D. The Population and the Sample of the Research.....	36
E. The Sampling Technique	37
F. Research Instrument	38
G. Data Collection.....	40
H. Scoring Procedure	41
I. Research Procedure	42
1. Planning.....	42
2. Application	43
3. Reporting.....	43
J. Validity and Reliability	44
K. Data Analysis	45

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure.....	58
B. Data Description	59
C. Description of the Treatment.....	59
D. Data Analysis	60
1. Results of The Analysis	60

2. Results of Pre-Test	61
3. Results of Post-Test.....	61
4. Results of Normality Test	61
5. Results of Homogeneity Test	62
6. Results of Hypothetical Test	63
E. Discussion	64
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	66
B. Suggestion	66
REFERENCES	68
APPENDICES.....	75



LIST OF TABLES

Table 1	Show a Value to Reading English Students
Table 2	Pre and Post-test Design
Table 3	The Population of Eighth Grade SMP Bina Mulya Bandar Lampung
Table 4	The Table of Specification of Pre-Test
Table 5	The Table of Specification of Post-Test



CHAPTER I

INTRODUCTION

A. Background of the Problem

English is split into four skills, like other languages, which are listening, speaking, reading, and writing. Reading represents the third ability and will always be discussed here. It is a skill that works as a means of communication between a writer and a reader of a written text. By using this skill, the readers try to understand what the concept or details of a text that the writer wanted to deliver was. For all students who study English as a foreign language, learning reading skills is also a must and language is included in the information necessary to speak to others.

The surah al-Quran related to science is surah al-Mujadalah verse 11 which reads:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ

خَيْرٌ

Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.¹

From the verse, Allah will elevate the position of those humans because Allah only sees human based on there level of faith in Allah, in Allah will also

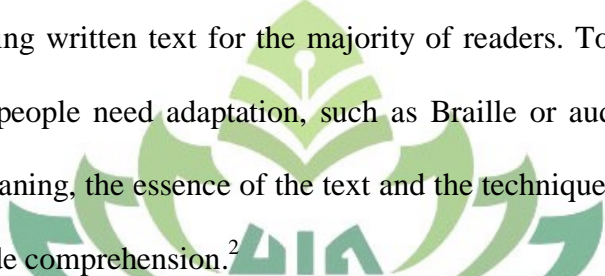
¹ 'The Noble Qur'an Al-Mujadalah : 11' <<https://quran.com/33>> [accessed 4 March 2020].

elevate the position of people of knowledge among other because faith will save humans on hereafter and knowledge will save in the world supported by the hadith of the prophet Muhammad which is “seeking the knowledge required for every muslim male and female from birth to the grave”.

The students carry on a role as readers of the text in the classroom sense of reading comprehension. It implies that the reading materials displayed as the written texts must be able to understand them. In addition, students are also designed to pass the final exams related to the achievement of reading comprehension. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

When the researcher practiced to teach in SMP Bina Mulya Bandar Lampung, it was found that most of the students were failed to comprehend the reading text well. It caused they did not pass the standard quality of the school (KKM). The students' failure in passing the examination target is due to many factors; one of them is the strategic that applied by the English teacher. The learning process of reading continuously involved the conventional activity in which the students should read the written text individually and the teacher checked their fluency and pronunciation. That technique seems effective to gain a higher ability in reading a text in the accurate spelling; but it cannot reach the aspects of all the reading comprehension where the students should be able to find the main idea, making inference, making reference, and knowing the supporting details.

Furthermore, the traditional approach totally made the teacher use the time more and could be represented as an inadequacy, since one by one all students need to read the text. Introduction reading is known to be a decoding ability that interprets codes into concepts. According to Cline et.al, “reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge. In their second definition states that reading is the process of deriving meaning from the text”. This method involves decoding written text for the majority of readers. To help the decoding process, some people need adaptation, such as Braille or auditing. The aims of reading, the meaning, the essence of the text and the techniques and experience of the reader decide comprehension.²



Moreover, Brown, “propose that reading is treated as one of two or more interrelated skills. It means that reading provides opportunities to develop the other skills as well”. Reading is very good for human life because, without having to go around the globe, someone will know about the world through reading. Via reading exercises, students can get a lot of information and knowledge. In fact, reading is not as simple as what people think because it is not only reading a word and asking others about it, but also how to understand the content and intent of the reading text. So it is very crucial for the students to learn english through reading

² Frederick Cline, Christopher Johnstone, and Teresa King, ‘Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1)’, *Minneapolis, MN: National Accessible Reading Assessment Projects*, 1.1 (2006), 9.

activity. Reading comprehension is one of the major targets in learning English ³. According to Cahyono “reading comprehension is a process of getting information from context and combining. It is a process of using reader’s existing knowledge (schemata) to interpret text in order to construct Meaning”. According to Snow, C. “reading comprehension in a way that the group believes will help organize research and development activities in the domain of reading comprehension. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements : the reader, the text, and the activity or purpose for reading. Reading comprehension refers to the students’ ability to understand the reading text given”. However, a reader does not only need linguistic knowledge to understand the text, but they also need a lot of context knowledge to help the linguisticone. The other strengths in the learning process can be helped by strong reading comprehension. Based on the preliminary research, the researcher found that some of the students of eighth graders of Junior High School Bina Mulya Bandar Lampung got some problems in learning reading. The students difficulties in reading comprehension are as follow:

- 1) The students had difficulties in understanding meaning and words because the vocabulary is still low,
- 2) The students had difficulties in understanding specific information,
- 3) The students had difficulties in finding detail information.

³ H.Douglas Brown, *Teaching by Principles: An Interactive Approach To Language Pedagogy*, 3th Editio (Pearson Lengman, 2011).

In addition, the researcher found that reading is boring. They are less inspired and have difficulty mastering English well. Students may not be inspired to read because the text is not interesting, and the text is too long and the words or vocabulary are foreign for some time. In this case, the researcher is confident that the inability of students to read can be affected by several factors, such as less productive methods used in teaching and learning practices or procedures. Another possible factor is that the concentration of students was only to address the question by neglecting the intent. In this case the English teacher has to make the effort to overcome the student problem by using appropriate method, model, and strategy. To solve the problem above, the researcher try to do research by giving a treatment that is able to increase their ability in reading in English teaching and learning activities by using REDW strategy as the treatment⁴. According to Gupta, “REDW is a good strategy to use while finding the main idea in each paragraph of reading assignment. This strategy helps in comprehending the information contained in reading text”. The letters in REDW stands for Read, Examine, Decide and Write.⁵

In order to read well and express ideas, students need to learn to read and use vocabulary themselves. In addition, the reading skills of students are different, so students who are less able to read well have to practice frequently in order to read well. One of the difficult skills is reading skills, though vocabulary

⁴ Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (New York: NBN (National Book Network), 2002) <<https://doi.org/0833031058>>.

⁵ Sadhana Gupta, *Communication Skills and Functional Grammar* (New Delhi: Universitay Science Press, 2008).

pronunciation and vocabulary translation have some difficulties. this difficulty is felt by 8th grade students at Bina Mulya Middle School.

Based on pre-research in the eight class at Bina Mulya Middle School. Researchers interviewed the English teacher there. Ms. Zulami S.Pd, he said that eight class students had difficulty learning to read. The ability of students in reading less mastering the material provided, especially the specifications of reading understanding, they are difficult to understand the text, it happens because the students are bored with class activities. Eighth grade students don't have much vocabulary and it's hard to understand English text because they don't know content in the text and don't know the meaning of vocabulary.⁶

Table 1 shows a value to reading English students

Range	Qualificaion	Class		Total Of Students	Percentage
		VIII A	VIII B		
90-100	Excellent	-	-	-	-
80-89	Good	4	3	7	10%
70-79	Fair	10	9	19	27%
60-69	Poor	6	11	17	24%
<60	Bad	15	12	27	39%
Total		35	35	70	100%

Source : The data from English Teacher of SMP Bina Mulya In The Academic Year 2019/2020

Based on the table criteria of Brown⁷, it appears that student achievement in reading is not fully optimal because of the 70 eighth grade students most of which scored 60 under that is 44 students (63%) while students who received

⁶ Zulami, 'An English Teacher at the Eighth Grade of SMP Bina Mulya Bandar Lampung'.

⁷ H.Douglas Brown, *Language Assessment: Principles and Classroom Practices.*, *Language Testing* (Pearson Longman, 2004), xxv <<https://doi.org/10.1177/0265532207086784>>.

good grades were only 26 students (37%). This indicates that students have problems in learning English especially in reading.

After conducting an interview with the teacher, the researcher also interviewed eighth grade students to find out their opinions about reading lessons. And they say they don't really like learning English. Students get bored easily and have difficulty understanding English texts. Because the teacher does not use strategies that are attractive to students. Teachers do not use appropriate strategies before giving assignments in teaching the learning process, teacher only used skimming and scanning strategies to teach students.⁸

Related to that title, there were some researches that conducted REDW (Read, Examine, Decide, And Write) strategy. The first research is conducted by Ake Andriani. She conducted a research on the titled 'a comparative study on reading comprehension between the students taught by using read, examine, decide and write (redw) strategy and those taught by using conventional technique at the grade eleven students of sma n 1 enok.'⁹ The second research conducted by Winanti Enggar Muktisari for Reading Skill entitled 'using redw (read, examine, decide, write) strategy to improve reading skill in recount text of the eighth graders of smp negeri 1 temanggung in the school year 2017/2018'¹⁰ the third is research conducted by Wina Anggresti Oktavia entitled 'improving eighth grade

⁸ 'An Interview with the Eighth Grade Student's of Junior High School Bina Mulya Bnadar Lampung on Feb 10th 2020'.

⁹ S M A N Enok, 'A COMPARATIVE STUDY ON READING COMPREHENSION BETWEEN', 2012.

¹⁰ Winanti Enggar Muktisari, 'Using Redw (Read, Examine, Decide, Write) Strategy To Improve Reading Skill in Recount Text of the Eighth Graders of Smp Negeri 1 Temanggung in the School Year 2017/2018', *Journal of Research on Applied Linguistics, Language and Language Teaching*, 1.2 (2018), 213–18 <<https://doi.org/10.31002/jrlt.v1i2.320>>.

students' reading comprehension through read-examine-decide-write (redw) strategy at smp n 01 pronojiwo in the 2014/2015 academic year'.¹¹

There are some differences between the previous research and present research. Furthermore, the first previous research had been conducted in teaching reading REDW Strategy using conventional technique. On the contrary, the present research only use REDW strategy. The second research applied in eighth graders of smp, meanwhile the present research applied tenth grade students of junior high school Bina Mulya. Then the third research to improve students' reading comprehension for the moment present research done to see the influence students' reading comprehension.

Based on the problems, the researcher is interested in doing a research entitled: "The Influence Of Using Redw (Read, Examine, Decide, And Write) Strategy Towards Students' Reading Comprehension At The Eighth Grade Of Junior High School Bina Mulya Bandar Lampung In The Academic Year Of 2020/2021".

B. The Identification of the Problem

Based on the background above, the writer identified the problem as follows:

1. The students' have poor comprehension of what they read.
2. Students' have problem with the effectiveness of reading.
3. The students' feel difficult reading well.

¹¹ Wina Anggresti Oktavia, 'Improving Eighth Grade Students' Reading Comprehension Through Read-Examine-Decide-Write(REDW) Strategy at SMPN 01 Pronojiwo in The 2014/2015 Academic Year', *Keefektifan Penerapan Pendekatan Keterampilan Proses Dalam Pembelajaran IPA Terhadap Minat Belajar Siswa Kelas IV SD Negeri Golo Yogyakarta*, 2015 <<https://doi.org/10.1377/hlthaff.2013.0625>>.

C. The Limitation of the Problem

Based on the identification above, the writer limited the problem on The Influence Of Using Redw (Read, Examine, Decide, And Write) Strategy Towards Students' Reading Comprehension At The Eighth Grade Of Junior High School Bina Mulya Bandar Lampung In The Academic Year Of 2020/2021.

D. The Formulation of the Problem

Based on the identification and limitation of problem above, the writer formulated the problem as follow:

1. Is there any significant influence of using redw strategy toward students' reading ability?

E. The Objectives of the research

The objective of the research is:

1. To know whether there is significant influence of using redw strategy toward students' reading ability.

F. The Uses of the Research

After doing this research, the writer expects that result of the research will be:

1. Theoretically, this research is expected to find out what are students' difficulties in redw strategy reading ability.
2. Practically, this research is expected to find out to wich reading especially in redw strategy form increase the students' reading ability.

G. The scope of the research

1. The Research Subject

The research subject is the students' at the first semester of the eighth class at SMP Bina Mulya Bandar Lampung.

2. The Research object

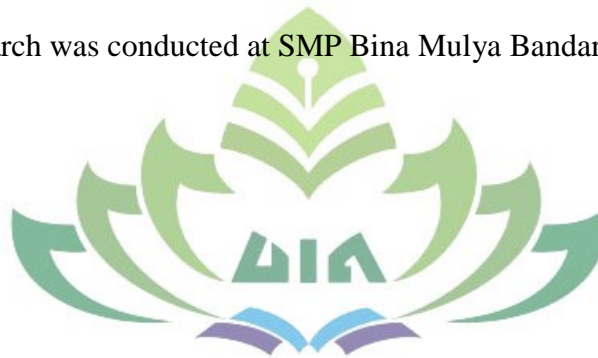
The research object is the influence of using redw strategy toward students' reading ability.

3. The Research Time

The research was conducted on the first semester of the eighth class SMP Bina Mulya Bandar Lampung.

4. The research Place

The research was conducted at SMP Bina Mulya Bandar Lampung.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of using REDW Strategy towards students' reading comprehension in both classes after treatments done during the research. The mean score post-test in experimental class was 73,42 and score post-test in control class was 64,42. It can be seen that students' post-test of reading in experiment class was higher than students in control class

The result of mann whitney test it was that the value. $\text{Sig.} = 0,000 < \alpha = 0.05$. So, H_a is accepted and H_o was rejected. Based on the computation, it can be concluded that there is a significant the influence of using redw (Read, Examine, Decide, And Write) Strategy Towards Students' Reading Comprehension At The Eighth Grade Of Junior High School Bina Mulya Bandar Lampung In The Academic Year Of 2020/2021.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. For the teacher
 - a. The teacher should be careful when listening to the students to do dialog

- b. The teacher should be careful when pronouncing the words in guiding conversation
- c. The teacher can apply another strategy besides Redw (Read, Examine, Decide and Write) Strategy in teaching learning process as the alternative way to teach reading.

2. For the students

Considering the strategy, the researcher suggests the students to use REDW (Read, Examine, Decide, and Write) strategy as one of the ways in doing reading comprehension. It can be used for comprehending any kind of reading texts.

3. For the researcher

In this research, the researcher used REDW (Read, Examine, Decide, and Write) strategy to help students of Junior High School, especially in recount text. Further, researcher may conduct this strategy on different level of students, for example Junior High School. They can apply other kinds of texts, for examples, narrative, spoof, report text etc

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